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ABSTRACT

A partner school simultaneously provides: (1) an exemplary education for a segment of K-12 children, (2) internships and other educational experiences for prospective teachers and administrators, and (3) continuing education for members of the profession. School districts and institutions of higher education are jointly responsible for governance and funding. Partner schools are also known as professional development schools, professional practice schools, and professional development centers. The Center for Educational Renewal at the University of Washington surveyed institutions in California, Connecticut, Colorado, Hawaii, Maine, Massachusetts, New Jersey, Ohio, South Carolina, Texas, Utah, Washington, and Wyoming which are members of the National Network for Educational Renewal, requesting information on the institutions' partner schools. The descriptions provided by the institutions are presented in this directory. The following information is given for each partner school listed: school name; grade levels; address; phone; principal name; school district; name, address, and phone number for university contact person; scope of mission; governance; and funding. A separate list of contact persons for the partner schools, organized by university, is also included. (IAH)

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Partner Schools Directory

Center for Educational Renewal

Richard W. Clark

Senior Associate

December 1992

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PARTNER SCHOOLS DIRECTORY

CENTER FOR EDUCATIONAL RENEWAL

Richard W. Clark
Senior Associate

December 1992

PARTNER SCHOOLS

The Center for Educational Renewal at the University of Washington is working with a number of institutions around the country who are seeking to strengthen their teacher education programs. As a Senior Associate in the Center, I am concentrating on issues which arise when school districts and colleges connect as part of the effort to enhance schools and the education of educators. Recently, experts have been suggesting this point of connection should be in a Professional Development School. We are referring to such schools as Partner Schools.

Professional Development Schools have been given a variety of names such as key schools, professional practice schools, professional development centers, and educational development centers. We are calling them partner schools, partially because "Professional Development School" is a term that is being applied to too many different kinds of institutions. Also, we are using "partner schools" as our preferred term because it is essential in the long run that they be operated by a partnership of the university's school or department of education, the college of arts and sciences, and the schools used for clinical experiences.

DEFINITION

A Partner School is one which simultaneously provides (1) an exemplary education for a segment of K-12 children, (2) internships and other educational experiences for prospective teachers and administrators, and (3) continuing education for members of the profession. Governance and funding are joint responsibilities of participating school districts and institutions of higher education. The clinical experiences in these renewing settings should be carefully planned as integrated parts of the education of educators.

DESCRIPTION OF SURVEY

Teacher educators around the country report they are at work creating such schools. Some of these institutions are similar to the preceding definition, others have either broader or narrower missions. During the summer and early fall of 1991 and 1992, I requested institutions which are members of the National Network for Educational Renewal associated with the Center for Educational Renewal at the University of Washington to provide some basic information about their schools.

They were asked to share the following information for **each** school associated with their institution:

1. Name of School
2. Grade Levels (e.g. K-5, 9-12)
3. Address

4. Phone

5. Principal

6. School District, City, and State

7. Name, Address, and Phone Number for University Contact Person

8. Describe briefly the scope of the mission; i.e., pre-service, in-service, exemplary program for children.

9. Describe briefly the governance. Who makes the decisions concerning various aspects of the schools operation?

10. Describe briefly the funding. To what extent is their more funding than for other schools in the same district? Who provides it?

The following example was provided to institutions to understand the kind of information I was seeking.

1. Odle

2. Middle School (Grades 6-8)

3. 14401 NE 8th St, Bellevue, WA 98007

4. (206) 455-6211

5. Ian Armitage (PDS Coordinator Chris Val Spinosa)

6. Bellevue Public Schools, Bellevue, Washington

7. Dr. Nathalie Gehrke, College of Education DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other middle schools in the district and in conjunction with other middle schools in the Puget Sound Educational Consortium, provides for exemplary middle school programs (special emphasis on school centered decision making and linking community services.)

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. Extra staffing provided for supervision of the interns and program development by the district and the university. District provides equivalent of .6 FTE and $25,000 in extra funding. University provid[illegible]

for professors who serve as resident faculty on short-term basis in addition to normal supervision of interns. Grants from Ford and Carnegie have helped with development.

The attached information consists of responses which were received in the Center for Educational Renewal between August 1992 and November 23, 1992.

Richard W. Clark

October 1992

CONTACT PERSONS FOR PARTNER SCHOOLS

Brigham Young University

Dr. James Bergera
Executive Director
BYU-Public School Partnership
343H MCKB
Brigham Young University
Provo, UT 84602
(801) 378-4646, 3695
(801) 378-4017 FAX

California Polytechnic State University

Dr. Susan Roper
Director
University Center for Teacher Education
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2584
(805) 756-5292 FAX

Metropolitan State College of Denver and Colorado Partnership for Educational Renewal

Dr. Carol A. Wilson
Executive Director
Colorado Partnership for Educational Renewal
574 West Sixth Avenue
Denver, CO 80204
(303) 534-1357
(303) 825-3012 FAX

Dean Bill Rader
School of Professional Studies
Campus Box 8
Metropolitan State College of Denver
P.O. Box 173362
Denver, CO 80217-3362
(303) 556-2978
(303) 556-2159 FAX

University of Connecticut

Dr. John Brubacher
Executive Director
Connecticut School-University Partnership
School of Education, U-93
University of Connecticut
Storrs, CT 06269-2093
(203) 486-0253
(203) 486-4028 FAX

University of Hawaii

Ms. Antonette Port
Executive Director
Hawaii School-University Partnership
University of Hawaii at Manoa
1776 University Avenue, CMH124
Honolulu, HI 96822-2383
(808) 956-7709

Miami University

Dr. Randy Flora
Coordinator of Teacher Preparation and Field Relations
203 McGuffey Hall
Miami University
Oxford, OH 45056
(513) 529-6926
(513) 529-7270 FAX

Montclair State College

Dr. Robert Pine
Office of Teacher Education
Montclair State College
Upper Montclair, NJ 07043
(201) 893-4262
(201) 893-5455 FAX

South Carolina Center for the Advancement of Teaching and School Leadership

Dr. Barbara Gottesman
Director
South Carolina Center for the Advancement of Teaching and School Leadership
142 Withers
Winthrop University
Rock Hill, SC 29733
(800) 768-2875
(803) 323-2494 FAX

Texas A&M University

Dr. Donna Wiseman
Associate Dean
College of Education
Texas A&M University
College Station, TX 77843-4222
(409) 845-9820
(409) 862-2466 FAX

University of Southern Maine

Dr. Lynne Miller
Director
Southern Maine Partnership/ Teacher Education
College of Education
37 College Avenue
Gorham, ME 04038
(207) 780-5479, 5498
(207) 780-5315 FAX

University of Texas at El Paso

Dr. Susana Navarro
Director
Southwest Centers for Academic Excellence
Administration Building 318
University of Texas at El Paso
El Paso, TX 79968
(915) 747-5775
(915) 747-5068 FAX

University of Washington

Dr. Nathalie Gehrke
Associate Professor
College of Education, DQ-12
University of Washington
Seattle, WA 91895
(206) 543-1847
(206) 543-8439 FAX

University of Wyoming

Dr. Monica Beglau
Executive Director
Wyoming School-University Partnership
P.O. Box 3374
Laramie, WY 82071
(307) 766-6375
(307) 766-6668 FAX

Wheelock College

Dr. Susan Swap
Chair
Department of Professional Studies
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200 X 193
(617) 566-7369 FAX

Wright State University

Dr. Will E. McArthur
Chair
Department of Teacher Education
College of Education and Human Services
322 Millett Hall
Wright State University
Dayton, OH 45435
(513) 873-2333

ORDER OF CONTENTS

Introduction

List of Contacts

Order of Contents

California -- California Polytechnic State University (Cal Poly)

Connecticut -- University of Connecticut (U-Conn)

Colorado -- Colorado Partnership for Educational Renewal

Metropolitan State College at Denver (CPER)
University of Colorado at Boulder (CPER)

Hawaii -- University of Hawaii at Manoa (U-Hawaii)

Maine -- University of Southern Maine (U-SO Maine)

Massachusetts -- Wheelock College (Wheelock)

New Jersey -- Montclair State College (Montclair)

Ohio -- Miami University (Miami)

South Carolina -- South Carolina Center for the Advancement of Teaching and School Leadership (SC Consortium)

Benedict College (SC Consortium)
Columbia College (SC Consortium)
Furman University (SC Consortium)
University of South Carolina (SC Consortium)
Winthrop University (SC Consortium)

Texas -- Texas A&M University (Texas A&M)

Utah -- Brigham Young University (BYU)

Washington -- University of Washington (U-Wash)

Wyoming -- University of Wyoming (U-Wyo)

CALIFORNIA

California Polytechnic State University

1. Santa Rosa Elementary School
2. Grades K-6
3. 8655 Santa Rosa Rd., Atascadero, CA 93422
4. (805) 466-7600, Fax (805) 466-2941
5. Greg Howe, Principal
6. Atascadero Unified School District, Atascadero, CA
   Superintendent: Anthony Avina, (805) 466-0393

* * *

1. San Gabriel Elementary School
2. Grades K-6
3. 8500 San Gabriel Road, Atascadero, CA 93422
4. (805) 466-7603, Fax (805) 466-2941
5. Dan Mosunich, Principal
6. Atascadero Unified School District, Atascadero, CA
   Superintendent: Anthony Avina, (805) 466-0393

* * *

1. Georgia Brown Elementary School
2. Grades K-6
3. P.O. Box 7010, Paso Robles, CA 93447,
4. (805) 238-2222, Fax (805) 238-3154
5. Ronald George, Principal
6. Paso Robles Joint Union High School District, Paso Robles, CA
   Superintendent: Julien Crocker, (805) 238-2222

* * *

1. Winifred Pifer Elementary School

2. Grades K-6

3. P.O. Box 7010, Paso Robles, CA 93447

4. (805) 238-2222, X 270

5. Marilyn Pepple, Principal

6. Paso Robles Joint Union High School District, Paso Robles, CA
Superintendent: Julien Crocker, (805) 238-2222

* * *

7. Dr. Susan Roper, University Center for Teacher Education, Cal Poly, San Luis Obispo, CA 93407, (805) 756-2584

8. Mission is in process

9. Governance is in transition

10. Funding is in process

CONNECTICUT

University of Connecticut

1. Ashford School

2. Grades K-8

3. Box 128, 440 Westford Road
Ashford, CT 06278-1113

4. (203) 429-6419

5. Clay Jordan, Principal and District Facilitator

6. District Coordinator: Clay Jordan (203) 429-6419, Ashford Public Schools, Ashford, CT 06278-1113

7. Dr. James Strauch, School of Education, U-64, The University of Connecticut, Storrs, CT 06269-2064, (203) 486-0207

8. The Ashford PDC provides clinical experiences for preservice educators. It also serves as a practicum site for graduate students in the school psychology and speech pathology. The PDC promotes its teachers' growth and development by using the resources and the faculty of the University. It also encourages research activities that have potential benefit to teachers and children.

9. Five teachers from the school's Professional Development Committee, the Superintendent, and building Principal comprise a Steering Committee that determines policies and procedures of the PDC in concert with the University coordinator. A building-site coordinator, who is also a member of the Steering Committee, is provided limited release time to confer with clinic teachers, call necessary meetings and to meet with the University coordinator. This person also facilitates the placement of clinic students.

10. The PDC has set aside $2,000/year to provide for substitute teachers as needed by the building-site coordinator and other teachers on the steering Committee.

    The University provides a faculty member on a part-time basis to coordinate the work of the PDC and the University. Other University faculty members are usually available as the need arises and as their time allows.

• • •

1. Coventry Grammar School

2. Grades K-4

3. 3453 Main Street, Coventry, CT 06238-1630

4. (203) 742-7317

5. Dr. Mary M. Piazza, Principal

6. District Coordinator: Dr. Mary M. Piazza, (203) 742-7317, Coventry Public Schools, Coventry, CT 06238-1630

7. Dr. Robert Shaw
The University of Connecticut, U-33
Storrs, CT 06269-2033
(203) 486-0286

8. The Coventry Professional Development School has been centered primarily in the elementary schools but is expanding gradually into the middle and high schools. PDC activities began with a focus on teacher preparation and the development of the student teacher seminars, taught largely by Coventry teachers for the university students in their student teaching semester. Coventry has also accepted junior-year students and senior-year methods course students for a more limited clinical experience-approximately six hours per week in the schools during the semester. As our program evolves into a full five year BA MA program, we anticipate 5th year interns will work in Coventry on special projects in such areas as curriculum development and classroom action-research.

   The PDC has recently added an in-service component for the school year 1991-92 including a program on "Teacher as Research." Thirteen teachers interested in initiating and carrying out action, classroom based research activity are taking part in this program.

9. The PDC is governed by a steering committee which includes both university and school coordinators. This committee has set up and helped run the student teaching seminars as well as review the University of Connecticut teacher preparation program. The committee meets several times each semester and recommends administrative arrangements and policy to district and school of education administrators.

   Coordinators serve to assign students to teachers and help administer PDC activities. A coordinating committee of university PDC coordinators (School of Education faculty and administrators) helps to review and integrate decisions between and among PDC districts. Final approval of

policy decisions rests with the school district Superintendents and School of Education Dean.

These formal arrangements are enhanced by a meeting each semester including university and school faculty drawn from the PDC district Steering Committee. Each meeting has a specific topic, the most recent on promoting teacher research, but also includes the opportunity for those involved with PDC's to share ideas and improve their understanding of effective teaching and teacher preparation.

10. There is no special funding for the Coventry PDC. University faculty receive some load credit for their work with the district which might be considered "in-kind" funding.

* * *

1. Joseph O. Goodwin Elementary School
2. Grades K-6
3. 1235 Forbe Street, East Hartford, CT 06108
4. (203) 282-3360
5. Donald Cohen, Principal

* * *

1. Dr. Franklin H. Mayberry Elementary School
2. Grades K-6
3. 101 Great Hill Road, East Hartford, CT 06108
4. (203) 282-3162
5. Roch Girard, Principal

* * *

1. Anna E. Norris Elementary School
2. Grades K-6
3. 40 Remington Road, East Hartford, CT 06108
4. (203) 282-3166
5. Rich Quinn, Principal

1. Governor William Pitkin Elementary School
2. Grades K-6
3. 330 Hills Street, East Hartford, CT 06118
4. (203) 282-3362
5. Dr. Jack Pietrick, Principal

• • •

1. Robert J. O'Brien
2. Grades K-6
3. 52 Farm Drive, East Hartford, CT 06108
4. (203) 828-3168
5. Maureen Bojko, Principal

• • •

1. Dr. Thomas S. O'Connell
2. Grades K-6
3. 301 May Road, East Hartford, CT 06118
4. (203) 282-3366
5. George Dunn, Principal

• • •

1. East Hartford Middle School
2. Grades 7-8
3. 777 Burnside Avenue, East Hartford, CT 06108
4. (203) 282-3179
5. James Fallon, Principal

• • •

1. East Hartford High School

2. Grades 9-12

3. 869 Forbes Street, East Hartford, CT 06118

4. (203) 282-3203

5. Donald Cramer, Acting Principal

• • •

1. Synergy Alternative High School Program

2. Grades 9-12

3. 110 Long Hill Drive, East Hartford, CT 06108

4. (203) 282-3160

5. Elizabeth Colli, Principal

• • •

Following 6-10 is for all of the above.

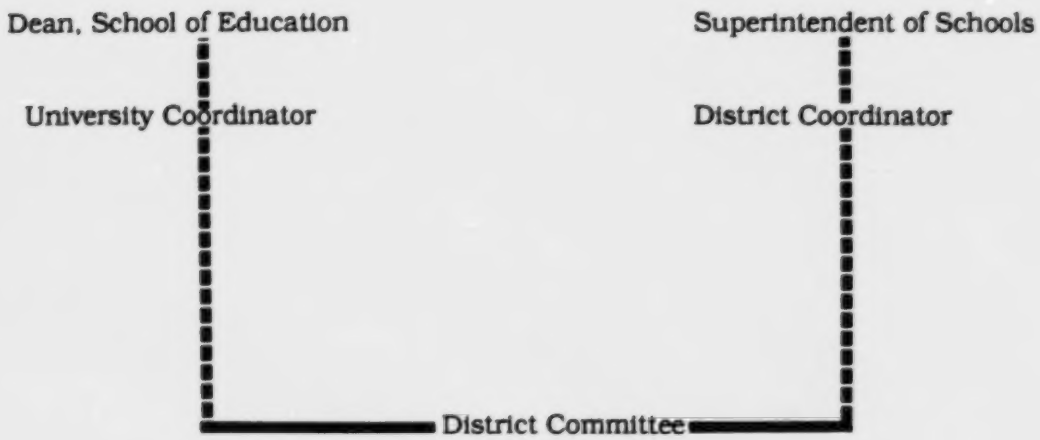
6. District Coordinator: Robert Bergen, (203) 282-3249 or (203) 282-3132, East Hartford Public Schools, East Hartford, CT 06108-2681

7. Drs. Charles Bruckerhoff and Robert Lonnig
School of Education, U-33
The University of Connecticut
Storrs, CT 06269-2033
(203) 486-4114

8. In response to the national challenge to improve the quality of teacher preparation programs, East Hartford Public Schools and the University of Connecticut have formed a Professional Development Center. Eight of the districts eleven schools are currently serving as sites for supervised clinical experiences. These include the districts' high school and middle school and six elementary schools. Currently 13 Juniors and 1 Senior are working in schools at the three levels.

9. The following flow chart depicts the governance structure of the East Hartford PDC. This PDC is a collaborative, and decisions regarding policies and procedures are made jointly.

The Governance Structure of the East Hartford Professional Development Center



1. Site Coordinator
2. University Coordinator
3. District Coordinator

School Committees

1. Site Coordinator
2. Principal
3. Clinic and Cooperating Teachers
4. University Supervisors

U-CONN -- 6

RESPONSIBILITIES

A. District Committee

1. Determine goals and policies of program.
2. Develop formats of clinical experiences.
3. Select participating schools.
4. Organize district-wide training, seminars and orientation.
5. Identify areas of technical/research assistance needed.
6. Work with district professional development and personnel offices.
7. Coordinate clinical experiences with university courses and seminars.
8. Evaluate programs.
9. Resolve placement conflicts.

B. Building Committee

1. Develop specific clinical experiences based on needs and resources of the building.
2. Provide a cadre of teachers to work with UCONN students.
3. Organize building orientation.
4. Provide access to materials, records, etc.
5. Report on activities to district committee.
6. Evaluate program at building level

C. UCONN

1. Conduct workshops and seminars.
2. Provide liaison with district and school committees.
3. Assist in grant writing for collaborative projects.
4. Provide consultant services and technical assistance.
5. Provide incentives for site coordinators and host teachers.

D. Site Directors

1. Place university students with host.
2. Meet periodically with university students.
3. Attend district committee meetings.
4. Collect evaluations and forward to district coordinator.

10. There is no special funding.

* * *

1. E.O. Smith High School
2. Grades K-12
3. 1235 Storrs Road, Storrs, CT 06268-2287
4. (203) 487-0877
5. Mark L. Winzler, Principal

* * *

1. Mansfield Middle School
2. Grades 5-8
3. 205 Spring Hill Road, Storrs, CT 06268
4. (203) 429-9341
5. Carole Iwanicki, Principal

* * *

6. District Coordinator: Fred Baruzzi (203) 429-9341
   Mansfield Public Schools, Storrs, CT 06268-2222

7. Dr. Robert Shaw
   School of Education, U-33
   The University of Connecticut
   Storrs, CT 06269-2033
   (203) 486-0286

8. The Professional Development Center (PDC) will provide supervised clinical experience to assist in the translation of theory and research into practice. The schools in which a PDC is established will provide an environment where the most up-to-date research-based instructional practices and programs can be observed and experienced by those preparing for professional careers in education.

   The Professional Development Center is a collaboration among school/university faculty and students to enhance public education. This partnership is founded on the premise that learners are the focus of our efforts. We seek to achieve the following goals:

   - the best possible environment for student academic learning and personal self-fulfillment
   - opportunities for pre-service and career-long professional learning and development of teachers
   - ongoing access to the best knowledge and talent related to student learning and development.

   In order to achieve these goals UCONN shall assign and Mansfield shall accept a mutually agreed upon number of UCONN education students per class year, each to be assigned with a certified Mansfield classroom teacher. UCONN may provide interns in school administration assigned to certified school administrators. In addition, individuals may work in the areas of school instruction development, school psychology, special education, and reading by being assigned to appropriate certified staff members as part of the Professional Development Center program.

9. Each PDC has a steering committee. In Mansfield the committee consists of a school representative (a teacher) from each K-3 schools, two from the middle school, the PDC Coordinator (assistant superintendent) from the school system, and the PDC coordinator from UCONN. For Region #19 the steering committee consists four teachers from different departments of the high school, the superintendent of the region, principal and vice principal of the high school and the two PDC coordinators-high school and UCONN. From these two groups an overall steering committee for Mansfield has been developed. The committees make the decisions concerning the various aspects of the PDC's operations with the approval of the two boards of education and UCONN administration.

10. No extra funding (above and beyond regular budgets and loads) has been provided for the operation of the centers.

* * *

1. Bulkeley High School
2. Grades 9-12
3. 300 Wethersfield Avenue, Hartford, CT 06114
4. (203) 728-3300
5. Anna Salamone Consoli, Principal

* * *

1. Batchelder School
2. Grades K-8
3. 757 New Britain Avenue, Hartford, CT 06106
4. (203) 249-5897
5. Richard Spurling, Principal

* * *

1. Kennelly School
2. Grades K-8
3. 180 White Street, Hartford, CT 06106
4. (203) 527-0731
5. Zoe Athanson, Principal

* * *

1. Quirk Middle School
2. Grades 7-8
3. 85 Edwards Street, Hartford, CT 06120
4. (203) 247-9211
5. Ismael Carreras, Principal

* * *

1. South School

2. Grades 4-5

3. 215 South Street, Hartford, CT 06114

4. (203) 956-9607

5. David Lawrence, Principal

* * *

1. Maria Sanchez School

2. Grades K-5

3. 176 Babcock Street, Hartford, CT 06106

4. (203) 728-5475

5. Sara Oyola-Bowman, Principal

* * *

6. District Coordinator: Robert Cortese, (203) 722-8359
Hartford Public Schools, Hartford, CT 06103-1095

7. Dr. Charles Case
Dean, School of Education, U-64
The University of Connecticut
249 Glenbrook Road
Storrs, CT 06269-2064
(2030 486-3813

Dr. Kay A. Norlander
School of Education, U-64
The University of Connecticut
249 Glenbrook Road
Storrs, CT 06269-2064
(203) 486-0198

8. The Hartford Professional Development Center is a collaboration among school professionals and university faculty and students designed to enhance public education. It is the intent of the Professional Development Center to move beyond a traditional university-school relationship toward the creation of a partnership dedicated to change within schools and in teacher preparation.

The Professional Development Center (PDC) allows for supervised clinical experiences in the preparation of prospective teachers and other educational professionals. The PDC is an environment in which research-based instructional practices and programs can be observed and experienced by those preparing for professional careers in education. University and school personnel work together to identify educational dilemmas and propose meaningful solutions. Dialogue on

all levels, research on current educational practice, and continual questioning and reflection form the basis for the PDC.

Within this partnership we share a common vision in the revitalization of urban school environments and in the preparation of professionals who will be leaders in these schools. Specifically, we are attempting:

1. to provide the best possible environment for student academic learning and personal self-fulfillment;

2. to provide opportunities for preservice preparation and career-long professional development; and

3. to conduct collaborative research and development activities which will advance theory and practice in urban education.

This partnership was formed four years ago. Since that time teachers, school and university administrators, faculty and students have worked together, shaping the partnership, leading preprofessionals through clinical experiences, and working toward the professional growth of all parties. Conducting research which is viewed as pertinent by both teachers and university faculty is a partnership goal which we are achieving. Additionally, developmental activities which add needed services to this school population are under way.

9. A partnership agreement was developed with the Hartford Public Schools and signed for a period of five years beginning in January of 1991. This agreement spells out partnership goals as well as responsibilities of both the school and the university. Committees of school teachers and administrators along with university faculty, administration, and students are formed as needed to design, implement, and evaluate special projects as well as coordinate and oversee university student clinical placements.

10. While the Hartford PDC does not have a base funding source, grant monies and staff support have been procured through community, corporate, and federal agencies. These monies have assisted in research and project development as well as teacher preparation. Funding sources have included: The Travelers Corporation, CIGNA, Apple Corporation, Southend Community Services, and the Office of Special Education-the Department of Education.

It should be stressed that while outside funding is sought to assist in project development, the base support for the Hartford PDC comes from the "in-kind" contributions of university and school faculty who devote considerable time to partnership activities. Currently eight university

faculty spend at least one day per week in the Hartford Professional Development Schools along with the Dean of the School of Education. School teachers contribute much time and effort in working with university clinical students at all levels of their preparation.

* * *

1. Parker Memorial School
2. Grades K-3
3. Old Post Road, Tolland, CT 06084-3099
4. (203) 875-0721
5. Stephen Schachner, Principal & District Facilitator

* * *

1. Tolland Middle School
2. Grades 4-8
3. Old Post Road, Tolland, CT 06084-3099
4. (203) 875-2564
5. Robert Lincoln, Principal

* * *

1. Tolland High School
2. Grades 9-12
3. Old Cathole Road, Tolland, CT 06084-2099
4. (203) 875-0561
5. Michael Blake, Principal

* * *

6. District Coordinator: Michael Blake, (203) 875-0561
   Tolland Public Schools, Tolland, CT 06084-3099

7. Dr. Thomas Weinland
School of Education, U-33
The University of Connecticut
249 Glenbrook Road
Storrs, CT 06269-2033
(203) 486-0280

8. Objectives:

To provide the best possible educational environment for ALL students: K-12, and pre-service undergraduate and graduate students.

To provide collaborative opportunities for pre-service preparation and career-long professional development for teachers.

To conduct collaborative research and development projects.

9. The agreement between Tolland Public Schools and UCONN established:

   1. A district facilitator from the school system

   2. An administrative "Coordinators Committee"

   3. A nine-member "Teacher Steering Committee"

10. The program is presently funded as part of the regular university and Tolland school system budgets.

Grant proposals for expanded funding are presently being submitted to various state and federal agencies.

• • •

1. Center Elementary School

2. Grades K-3

3. 12 Old Farms Road, Willington, CT 06279-1833

4. (203) 429-9367

5. Rita Mannebach, Principal

• • •

1. Hall Memorial School

2. Grades 4-8

3. 111 River Road, Willington, CT 06279-1833

4. (203) 429-9391

5. Robert D. McGray, Principal

6. District Coordinators: Judy Thayer (203) 429-9367, Lee Houle-Madden (203) 429-9391, Willington Public Schools, Willington, CT 06279-1833

7. Dr. James Strauch
School of Education, U-64
The University of Connecticut
249 Glenbrook Road
Storrs, CT 06269-2064
(203) 486-0207

8. The mission of the Willington PDC is to provide clinical settings and professional expertise for University of Connecticut students who are preparing to be professional educators. The Center also carries out joint projects with the School of Education such as the development of grant proposals, inservice education of the PDC staff, review of the University's professional educator program, and serving as a professional resource to the University and vice versa.

9. A five member steering committee composed of the Superintendent of Schools, two building principals and two teachers also serve as building-site coordinators and meet with building clinic teachers approximately once per month.

10. The PDC provides a small stipend to the two building-site coordinators, released time for clinic teachers to meet once per month and other in-kind support. The University provides a faculty member on a part-time basis to coordinate activities between the PDC and University. Other University faculty members are usually available as the need arises and as their time allows.

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1. Natchaug School

2. Grades K-5

3. 123 Jackson Street, Willimantic, CT 06226-2202

4. (203) 423-8401 X 236

5. Susan Webb, Principal

• • •

1. W.B. Sweeney School

2. Grades K-5

3. Oak Hill Drive, Willimantic, CT 06226-2202

4. (203) 423-8401 X 228

5. Ralph Marshall, Principal (of W.B. Sweeney School)

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1. Windham Center School

2. Grades K-5

3. P.O. Box 138, Windham, CT 06280

4. (203) 423-8401 X 233

5. William Haddad, Principal

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1. North Windham School

2. Grades K-5

3. 112 Jordan Lane, North Windam, CT 06256

4. (203) 423-8401

5. Paul Kaminski, Principal

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1. Kramer Middle School

2. Grades 6-9

3. 322 Prospect Street, Willimantic, CT 06226

4. (203) 423-8401 x 209

5. Dr. Ann Richardson, Principal

• • •

1. Windham High School

2. Grades 9-12

3. 355 High Street, Willimantic, CT 06226

4. (203) 423-8401 X 239

5. Donald Berkowitz, Principal

• • •

6. District Coordinator: Dr. Shirle Moon Childs and Carol Leary, (203) 423-8401 X 255, Windham Public Schools, Windham, CT 06226-2202

7. Dr. Pamela Campbell
The University of Connecticut, U-64
249 Glenbrook Road
Storrs, CT 06269-2064
(203) 486-0200

Dr. Cheryl Spaulding
School of Education, U-33
The University of Connecticut
Storrs, CT 06269-2064
(203) 486-0287

8. This PDC is unique in that two state universities are collaborating together with a school district in an attempt to improve the professional preparation of teachers attending the universities, the education of students attending the schools in the district, and the professional lives of the teachers, administrators, and staff who work at the schools in the district. As such, the following sort of activities are either currently taking place or are planned for the future: placement of pre-service teachers from both universities; staff-development experiences for teachers, administrators, and staff in the district schools; and opportunities for professionals in the district as well as at the universities to develop new programs and conduct research.

9. A steering committee consisting of representatives from the school district and both universities has been established to oversee the activities involving the three institutions participating in this collaboration. Representing the school district are a district administrator, numerous teachers and instructional supervisors, and a union representative (also a teacher). Representing the universities are faculty members who have taken responsibility for this PDC, as well as one dean and one department chair.

10. There is no specific funding for the operation for this PDC. Occasionally, money becomes available from a small state grant or university account to pay for food at meetings of the steering committee, but for all intents and purposes, this PDC runs without additional funds.

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COLORADO

Metropolitan State College at Denver

1. Skinner Middle School
2. Grades 6-8
3. 3435 West Fortieth Ave., Denver, CO 80203
4. (303) 433-8852
5. Gene Martinez
6. Denver Public Schools, 900 Grant St., Denver, CO 80203
7. Dr. Paul Freeburn, Teacher Education Department, Campus Box 21, P.O. Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-3337
8. Preservice education: Classes (methods and teaching in middle schools) offered on site. Field experiences and student teachers placed at Skinner. Action research projects.
9. University representative, Principal, Assistant Principal
10. No additional funding. One-sixth college release time for Dr. Freeburn.

* * *

1. Flood Middle School
2. Grades 6-8
3. 3695 S. Lincoln, Englewood, CO 80110
4. (303) 761-1226
5. Steve Cohen
6. Englewood Public Schools, 4101 S. Bannock St. Englewood, CO 80110
7. Dr. Paul Freeburn, Teacher Education Department, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-3337
8. Field experience and student teaching placement site.
9. Principal, Teacher education faculty member, faculty representatives
10. No additional funding. Dr. Paul Freeburn on one-sixth release time.

1. Peakview Elementary School

2. Grades K-5

3. 19451 East Progress Circle, Aurora, CO 80015

4. (303) 766-1996

5. Dr. David Livingston

6. Cherry Creek Schools, 4700 S. Yosemite St. Englewood, CO 80111

7. Dean Bill Rader, School of Professional Studies, Campus Box 8, Metro P.O. Box 173362, Denver, CO 80217-3362, (303) 556-3963

8. Field experience (90 semester hours) and student teacher placement site for a cohort of preservice teachers.

9. Principal, Director of Teacher Education, Committee of Faculty representatives.

10. No additional funding

* * *

1. Greenlee Elementary School

2. Grades K-5

3. 1150 Lipan St., Denver, CO 80204

4. (303) 629-6364

5. Howard Moriare

6. Denver Public Schools, 900 Grant St., Denver, CO 80203

7. Dr. Lupe Martinez, Teacher Education Department, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-2998

8. Pre-service education: Curriculum and methods classes, methods of science/math, and methods of language arts/social studies offered on site to a cohort of 30 students in a two semester sequence. Field experience for all three courses are completed at Greenlee.

9. Committee of faculty, parents, Principal, Teacher Education Faculty member

10. No additional funding. One-sixth college release time for Dr. Lupe Martinez

* * *

1. Plaza Schools (one high school, one middle school, three elementary schools)

2. Grades K-12

3. Thornton High School, 9351 North Washington, Thornton, CO 80229; and Merritt Hutton Junior High, 9266 North Washington, Thornton, CO 80229

4. (303) 452-4800 and (303) 289-2248

5. Max Willsey (THS)

6. Adams Twelve Five Star Schools, 11285 Highline Drive, Thornton, CO 80229, (303) 451-4424

7. Dr. Marilyn Taylor, Teacher Education Department, Metropolitan State College of Denver, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-4424

8. Thornton Plaza Teacher Center - develop partnerships, research and disseminate effective practices, increase instructional technology, student teacher placement sites

9. Committee: Executive Director, four school administrators, one business/community representative, one higher ed representative, one parent representative and three teacher representatives

10. No special funding

* * *

1. Montclair Elementary School

2. Grades K-5

3. 1151 Newport Street, Denver, CO 80206

4. (303) 33-5497

5. Dr. Barbara Baker

6. Denver Public Schools, 900 Grant Street, Denver, CO 80203

7. Dr. Peggy Anderson, Teacher Education Department, Metropolitan State College of Denver, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-2375

8. Field experience (90 semester hours) and student teacher placement site for a cohort of preservice teachers

9. Site based management team (Principal, parents, students, teachers) and higher education representative

10. No special funding

• • •

1. Stedman Elementary School

2. Grades K-5

3. 2940 Dexter Street, Denver, CO 80207

4. (303) 322-7781

5. Jane A.W. Pigford

6. Denver Public Schools, 900 Grant Street, Denver, CO 80203

7. Dr. Cecilia Kabisch, Teacher Education Department, Metropolitan State College of Denver, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-3178

8. Field experience and student teacher placement; multicultural education

9. Site based management team (Principal, parents, students, teachers) and higher ed representative.

10. No special funding

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University of Colorado at Boulder

1. McElwain Elementary School

2. Grades K-6

3. 1020 Dawson Drive, Denver, CO 80229

4. (303) 287-4606

5. Carol Kiernan

6. Adams County District 12, 11285 Highline Drive, Northglenn, CO 80233

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, telephone (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Lorrie Shepard.

9. University representative, principal

10. No additional funding.

* * *

1. Westview Elementary

2. Grades K-6

3. 1300 Roseanna Drive, Northglenn, CO 80234

4. (303) 452-5116

5. Richard Eslinger

6. Adams County District 12, 11285 Highline Drive, Northglenn, CO 80233

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, telephone (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Lorrie Shepard.

9. University representative, principal

10. No additional funding

* * *

1. Columbine Elementary

2. Grades K-6

3. 3130 Repplier Drive, Boulder, CO 80302

4. (303) 443-0792

5. Scott Winston

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80303

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, telephone (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Lorrie Shepard.

9. University representative, principal

10. No additional funding

* * *

1. University Hills Elementary

2. Grades K-6

3. 956 16th Street, Boulder, CO 80302

4. (303) 442-6735

5. Jeannie Jacobson and JoAnn Trujillo Hayes

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80303

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Lorrie Shepard.

9. University representative, principal

10. No additional funding

* * *

1. Flatirons Elementary School

2. Grades 1-6

3. 1150 - 7th Street, Boulder, CO 80302

4. (303) 442-7205

5. Mark Sparn

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80303

7. Linda Molner, School of Education, University of Colorado, Boulder, CO 80309, (303) 492-8499

8. Pre-service and continuing professional: In exploratory phase about what school needs, wants, where it is headed, and how field experience for pre-service teachers should be different. There are groups of pre-student teachers and student teachers, as well as several teachers in an induction program, and two clinical professors who bridge the school/university "culture gap." Activities will include seminars for all pre-service and practicing teachers who wish to participate.

9. University representative, principal, clinical professors

10. No additional funding. Clinical professors and other teacher education faculty work with the schools.

* * *

1. Angevine Middle School

2. Grades 6-8

3. 101 Baseline Road, Lafayette, CO 80026

4. (303) 665-5540

5. Lois Hay

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80309, (303) 492-8499

7. Linda Molner, School of Education, University of Colorado, Boulder, CO 80309, (303) 492-8499

8. Pre-service and continuing professional development: In exploratory phase about what school needs, wants, where it is headed, and how field experiences for pre-service teachers should be different. There are groups of pre-student teachers and student teachers, as well as several teachers in an induction program, and two clinical professors who bridge the school-university "culture gap." Activities will include seminars for all pre-service and practicing teachers who wish to participate.

9. University representative, principal, clinical professors

10. No additional funding. Clinical professors and other teacher education faculty work with the schools.

* * *

HAWAII

University of Hawaii at Manoa

1. Aliamanu School

2. Grades K-6

3. 3265 Salt Lake Boulevard, Honolulu, HI 96818

4. (808) 422-1131; 422-7031

5. Jane Sugimoto, Principal

6. Central District, Honolulu, Hawaii

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Aiko Oda, 1776 University Ave., WA 121B, Honolulu, HI 96822, (808) 956-7501

8. Provides onsite elementary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Seven (7) teachers and their principal have made the commitment to work with students and university personnel in the development, implementation, and evaluation of the program.

9. The governance of the program is currently being developed. Program decisions rest with the Coordinator of the MET program, faculty and staff from the university and respective school sites. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. District superintendents have concurred with the selection of the sites in their respective districts. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based on current rates and consideration will be given to class/research loads for the university faculty members. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, evaluation, etc.

    All groups involved in partnership schools will be encouraged to support related proposals for funding at the Legislator for the supplementary

budget year 1992-93. Paid internships in the fourth semester of the program will be a big cost item during the second year of this program.

• • •

1. Ala Wai School

2. Grades K-6

3. 503 Kamoku St., Honolulu, HI 96826

4. (808) 944-1541

5. Judith Saranchock, Principal

6. Honolulu District, Honolulu, Hawaii

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; Aiko Oda, 1776 University Ave., WA 121B, Honolulu, HI 96822, (808) 956-7501

8. Provides onsite elementary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Five (5) teachers and their principal have committed to work with students and university personnel in the development, implementation, and evaluation of the program.

9. The governance of the program is currently being developed. Program decisions rest with the Coordinator of the MET program, faculty, and staff from the university and respective school sites. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. District superintendents have concurred with the selection of the sites in their respective districts. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, evaluation, etc. All groups involved in partnership schools will be encouraged to support

funding proposals at the Legislature. Paid internships in the fourth semester of the program will be a big cost item during the second year of this program.

• • •

1. Kaewai School

2. Grades K-5

3. 1929 Kam IV Road, Honolulu, HI 96819

4. (808) 845-2120

5. Suzanne Fonoti, Principal

6. Honolulu District, Honolulu, Hawaii

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Aiko Oda, 1776 University Ave., WA 121B, Honolulu, HI 96822, (808) 956-7501

8. Provides an onsite elementary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Three (3) teachers and their principal have committed to work with students and university personnel in the development, implementation and evaluation of the program with a focus on the primary grades. This school site is undergoing a restructuring to the middle grades concept where its sixth grade classes will be moved to intermediate school.

9. The governance of the program is currently being developed. Program decisions rest with the Coordinator of the MET program, faculty, and staff from the university and respective school sites. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. District superintendents have concurred with the selection of the sites in their respective districts. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based on current rates. The Hawaii School/University Partnership will

continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, evaluation, etc. All groups involved in partnership schools will be encouraged to support funding proposals at the Legislature. Paid internships in the fourth semester of the program will be a big cost item during the second year of this program.

* * *

1. Kailua High School

2. Grades 9-12

3. 451 Ulumanu Drive, Kailua, HI 96734

4. (808) 262-8151

5. Mary Murakami, Principal

6. Windward District, Kailua, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Aiko Oda, 1776 University Ave., WA 121B, Honolulu, HI 96822, (808) 956-7501

8. Provides onsite secondary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Eight (8) teachers have committed to work with students and university personnel in the development, implementation and evaluation of the program at the secondary level.

9. The governance of the program is being developed. Program decisions rest with the Coordinator of the MET program, faculty and staff from the university and respective school sites. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. District superintendents have concurred with the selection of the sites in their respective districts. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based on current rates. The Hawaii School/University Partnership will

continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, evaluation, etc. All groups involved in partnership schools will be encouraged to support funding proposals at the Legislature. Paid internships in the fourth semester of the program will be a big cost item during the second year of this program.

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1. Blanche Pope School

2. Grades K-6

3. 41-133 Huli Street, Waimanalo, HI 96795

4. (808) 259-7071; 259-7068

5. Louise Wolcott, Principal

6. Windward District, Waimanalo, Hawaii

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Myra Kent, PETOM Program, Kamehameha Schools Bishop Estate, Kapalama Heights, Honolulu, HI 96817, (808) 832-3007

8. Provides onsite elementary setting for pre-service teachers in the "Pre-service Education for Teachers of Minorities" (PETOM) program. Eight (8) teachers and their principal have made the commitment to work with students and university personnel in the development, implementation, and evaluation of the program.

9. Program decisions rest with the Coordinator of the PETOM program, and the faculty and staff from the university and respective school site. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. The District Superintendent has concurred with the selection of the site in this district. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent regarding the program on site. Similar decision making responsibilities related to personnel and budgetary support for the overall PETOM program rests with the Kamehameha Schools/Bishop Estate and the University of Hawaii.

10. Funding for this partnership school will be incorporated into existing funds. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute

days. The University budget will cover stipends for cooperating teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, evaluation, etc. All groups involved in partnership schools will be encouraged to support funding proposals at the Legislature.

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1. Governor Sanford B. Dole Intermediate School

2. Middle Grades; 6-8

3. 1803 Kam IV Road, Honolulu, HI 96819

4. (808) 845-8514

5. Geraldine Ichimura, Principal

6. Honolulu District, Honolulu, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Aiko Oda, 1776 University Ave., Wa 121B, Honolulu, HI 96822 (808) 956-7501

8. Provides onsite secondary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Six (6) teachers and their principal have committed to work with students and university personnel in the development, implementation and evaluation of the program at the secondary level.

9. The governance of the program is being developed. Program decisions rest with the Coordinator of the MET program, faculty and staff from the university and respective school sites. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. District superintendents have concurred with the selection of the sites in their respective districts. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based on current rates. The Hawaii School/University Partnership will

continue to support this effort through materials, facilities,, travel for site visitations and/or relevant conferences, consultants, evaluation, etc.

All groups involved in partnership schools will be encouraged to support funding proposals at the Legislature. Paid internships in the fourth semester of the program will be a big cost item during the second year of this program.

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1. James B. Castle High School

2. Grades 9-12

3. 45-386 Kaneohe Bay Drive, Kaneohe, HI 96744

4. (808) 235-4591

5. Robert Ginlack, Principal

6. Windward District, Kaneohe, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 957-7709; and Aiko Oda, 1776 University Ave., Wa 121B, Honolulu, HI 96822 (808) 956-7501

8. Provides onsite secondary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Six (6) teachers and their principal have committed to work with students and university personnel in the development, implementation, and evaluation of the program at the secondary level.

9. The governance of the program is being developed. Program decisions rest with the Coordinator of the MET program, faculty, and staff from the university and respective school sites. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group. District superintendents have concurred with the selection of the sites in their respective districts. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based

on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, evaluation, etc.

All groups involved in partnership schools will be encouraged to support funding proposals at the Legislature. Paid internships in the fourth semester of the program will be a big cost item during the second year of this program.

* * *

MAINE

University of Southern Maine

1. Portland High School
2. Grades 9-12
3. 284 Cumberland Avenue, Portland, ME 04101
4. (207) 874-8250
5. Mr. Dana W. Allen (Site PDS Coordinator Deborah Keyes)

* * *

1. Deering High School
2. Grades 9-12
3. 370 Stevens Avenue, Portland, ME 04103
4. (207) 874-8260
5. Mr. Paul A. Pendleton (Site PDS Coordinator Deborah Keyes)

* * *

1. King Middle School
2. Grades 6-8
3. 92 Deering Avenue, Portland, ME 04103
4. (207) 874-8140
5. Mr. Michael McCarthy (Site PDS Coordinator Deborah Keyes)

Site level information (Items 6 - 10) for above three schools:

6. Portland Schools, Portland, ME
7. Dr. Rita Kissen
   222 Bailey Hall
   University of Southern Maine
   Gorham, ME 04038
   (207) 780-5376

8. The ETEP program is guided by the Mission Statement and Portrait of a Teacher as Learner. The program is focused on the continuing and changing nature of teacher development.

   The Portland site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program develops a theme which highlights the unique features of its schools and programs. Cultural diversity and global awareness are the Portland site themes. Individual school contributions include: (a) Portland High School's English as a Second Language program and recent participation in the Coalition for Essential Schools, (b) a Teachers Academy for Portland and surrounding districts is coordinated each year by a Deering faculty member. King Middle School is a Demonstration School in the Southern Maine Partnership's Network of Renewing Schools. Portland is one of the districts in the Expeditionary Learning project, a New American Schools Development Corporation (NASDC) grant recipient.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty, and other representatives is in the conceptual stage.

   At the site level, the Portland site is coordinated by a Steering Committee of school faculty, school administrators, and university faculty. School-based faculty and university-based faculty collaborate in the operation of the program across the site. In addition, each school is in the process of establishing a building-level contact person.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teaching. The university provides for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

* * *

1. Wells High School

2. Grades 9-12

3. P.O. Box 579, Sanford Road, Wells, ME 04090

4. (207) 646-7011

5. Ms. Valjeane M. Olenn (Site PDS Coordinator Sue Walters)

* * *

1. Wells Junior High School

2. Grades 6-8

3. P.O. Box 310, Post Road, Wells, ME 04090

4. (207) 646-5142

5. Dr. Julia Phelps (Site PDS Coordinator Sue Walters)

* * *

1. Wells Ogunquit Village School

2. Grades K-5

3. P.O. Box 2399, Ogunquit, ME 03907

4. (207) 646-2551

5. Ms. Linda Gadimas (Site PDS Coordinator Sue Walters)

* * *

1. Wells Elementary School

2. Grades K-5

3. P.O. Box 429, Post Road, Wells, ME 04090

4. (207) 646-5953

5. Ms. Ruth Ellen Cialfi (Site PDS Coordinator Sue Walters)

* * *

1. Kennebunk High School

2. Grades 9-12

3. 112A Fletcher Street, Kennebunk, ME 04043

4. (207) 985-1110

5. Mr. David McConnell (Site PDS Coordinator Sue Walters)

* * *

1. Sea Road School

2. Grades 4-6

3. Sea Road, Kennebunk, ME 04043

4. (207) 985-1105

5. Ms. Vicki Labrie (Site PDS Coordinator Sue Walters)

Site level information (Items 6-10) for above six schools:

6. Wells-Ogunquit Community School District, Wells, ME
School Administrative District #71, Kennebunk, ME

7. Dr. Cherie Major Foster (Wells)
Dr. Thomas Howick (Kennebunk)

8. The ETEP Program is guided by the Mission Statement and Portrait of a Teacher as Learner. The program is focused on the continuing and changing nature of teacher development.

   The Teacher Education Elementary Middle Secondary (TEEMS) site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program develops a theme which highlights the unique features of its schools and programs. K-12 restructuring is the TEEMS site theme. Wells-Ogunquit has sponsored a Teachers Academy each year. The theme of the most recent Academy was examining student outcomes and implementing the state of Maine's Common Core of Learning. Among individual school contributions is the participation of Wells High School in the Nation Education Association's Mastery in Learning Consortium.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty, and other representatives is in the conceptual stage.

   At the site level, TEEMS is coordinated by a Steering Committee of school faculty, school administrators, and university faculty.

School-based faculty and university-based faculty collaborate in the operation of the program across the site.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teaching. The university provides for course delivery by faculty and adjunct instructors, site coordination, and intern supervision. A federal mid-career training grant provides extra support for intern supervision and special projects.

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1. Little Falls School
2. Grades 1-3
3. 40 Oak Street, South Windham, ME 04082
4. (207) 892-6641
5. Mr. Sanford Prince (Site PDS Coordinator Patty LaRosa)

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1. White Rock School
2. Grades 1-3
3. 10 North Gorham Rd., Gorham, ME 04038
4. (207) 892-6826
5. Mr. Sanford Prince (Site PDS Coordinator Patty LaRosa)

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1. Narragansett School
2. Grades 1-3
3. 284 Main Street, Gorham, ME 04038
4. (207) 839-5017
5. Ms. Cindy O'Shea (Site PDS Coordinator Patty LaRosa)

1. Village Elementary School

2. Grades 4-6

3. 12 Robie Street, Gorham, ME 04038

4. (207) 839-5023

5. Ms. Vicki Burns (Site PDS Coordinator Patty LaRosa)

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1. Shaw School

2. Grades 7-8

3. 75 south Street, Gorham, ME 04038

4. (207) 839-5011

5. Mr. Richard Klain (Site PDS Coordinator Patty LaRosa)

Site level information (Items 6-10) for above five schools:

6. Gorham School District, Gorham, ME

7. Dr. Walter H. Kimball
221 Bailey Hall
University of Southern Maine
Gorham, ME 04038
(207) 780-5082

8. The ETEP program is guided by the Mission Statement and Portrait of a Teacher as Learner guide. The program is focused on the continuing and changing nature of teacher development.

The Gorham site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program develops a theme which highlights the unique features of its schools and programs. Primary education and authentic assessment are the Gorham site themes. The three participating faculties are collaborating on a portfolio process using microcomputer technology. They participate in Harvard University's "Project Zero." The Gorham district has established a "Teacher Scholar" program through which classroom teachers engage in a sabbatical year examining topics such as the evolution of one building as a Professional Development School. Gorham is one of the

districts in the Atlas Schools, a New American Schools Development Corporation (NASDC) grant recipient.

9. At the program level, ETEP is coordinated by the teacher education program faculty, and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty, and other representatives is in the conceptual stage.

   At the site level, Gorham is coordinated by a district wide steering committee, including representatives from all the elementary and secondary faculties.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teaching. The university provides for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

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We will be adding two new sites in Fryeburg/Lovell, ME and Yarmouth, ME:

<u>Fryeburg/Lovell</u>

1. New Suncook School
2. Grades K-5
3. Route #5, P.O. Box H, Lovell, ME 04051
4. (207) 925-6711
5. Mr. Gary MacDonald (taking a one year leave to work on a special project, but will return in 1993-94). (Site PDS Coordinator Jan Hastings)

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1. Fryeburg Academy (private school serving area high school students.)
2. Grades 9-12

3. 152 Main Street, Fryeburg, ME 04058

4. (207) 935-2001

5. Mr. Barry Acker (Site PDS Coordinator Jan Hastings)

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1. Sadie P. Adams School

2. Grades 3-4

3. P.O. Box 89, No. Fryeburg, ME 04058

4. (207) 935-2536

5. Mr. Gary MacDonald (Site PDS Coordinator Jan Hastings)

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1. Charles A. Snow School

2. Grades K-5

3. Portland & Pine Street, Fryeburg, ME 04037

4. (207) 935-2536

5. Mr. Thomas Doughty (Site PDS Coordinator Jan Hastings)

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1. Molly Ockett Middle School

2. Grades 6-8

3. 10 Bridgton Street, Fryeburg, ME 04037

4. (207) 935-2480

5. Ms. Barbara Neilly (Site PDS Coordinator Jan Hastings)

• • •

1. Brownfield Consolidated School

2. Grades K-1

3. Route #160, Brownfield, ME 04010

4. (207) 935-2436

5. Mr. Thomas Doughty (Site PDS Coordinator Jan Hastings)

* * *

1. Denmark Village School

2. Grades 2-5

3. RR #1, Box 51A, Brownfield, ME 04010

4. (207) 452-2361

5. Mr. Thomas Doughty (Site PDS Coordinator Jan Hastings)

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Site level information (Items 6-10) for above seven schools:

6. School Administrative District #72, Fryeburg, ME
Fryeburg Academy is a private school with its own Board of Trustees.

7. Dr. Lee Goldsberry
500 Bailey Hall
University of Southern Maine
Gorham, ME 04038
(207) 780-5026

8. The ETEP program is guided by the Mission Statement and Portrait of a Teacher as Learner. The program is focused on the continuing and changing nature of teacher development.

The Fryeburg site and participating schools, in turn, make unique contributions to the scope of the program. Fryeburg offers an unusual combination of public and private education. Because of the scarce population, the public school district has entered into a contract with Fryeburg Academy to provide secondary education for the district. In addition, the site's location on Maine's rural western border has led to a concentration on the problems and issues of rural education. The Fryeburg site is engaging in community outreach initiatives to more closely connect the schools, community, and teacher education.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a

teacher education advisory council composed of university education and arts and sciences faculty, and other representatives is in the conceptual stage.

At the site level, coordination is by a steering committee. School-based faculty and university-based faculty collaborate in the operation of the program across the site.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teacher. The university and schools provide for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

Yarmouth

1. William H. Rowe School
2. Grades K-1
3. School Street, Yarmouth, ME 04096
4. (207) 846-3771
5. Mr. Lawrence Frazier (Site PDS Coordinator Ellen Honan)

* * *

1. Yarmouth Elementary School
2. Grades 2-4
3. McCartney Street, Yarmouth, ME 04096
4. (207) 846-3391
5. Mr. Peter Cheney (Site PDS Coordinator Ellen Honan)

1. Frank H. Harrison Middle School

2. Grades 5-8

3. McCartney Street, Yarmouth, ME 04096

4. (207) 846-2499

5. Mr. Richard Fugere (Site PDS Coordinator Ellen Honan)

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1. Yarmouth High School

2. Grades 9-12

3. West Elm Street, Yarmouth, ME 04096

4. (207) 846-5535

5. Mr. Kenneth Nye (Site PDS Coordinator Ellen Honan)

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Site level information (Items 6-10) for above four schools:

6. Yarmouth School District, Yarmouth, ME 04096

7. Dr. Nancy Austin
500 Bailey Hall
University of Southern Maine
Gorham, ME 04038
(207) 780-5088

8. The ETEP program is guided by the Mission Statement and Portrait of a Teacher as Learner. The program is focused on the continuing and changing nature of teacher development.

The Yarmouth site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program may develop a theme which highlights the unique features of its schools and programs. Collaborative learning and nurturing communities of learners are Yarmouth site themes. The Yarmouth schools are using a community-based approach to strategic planning for the schools, involving business, school, and resident representatives. Mathematical and language literacy are themes of teacher inquiry in Yarmouth.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty,l and other representatives in is the conceptual stage.

   At the site level, coordination is by a steering committee. School-based faculty and university-based faculty collaborate in the operation of the program across the site.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. this position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teacher. the university and schools provide for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

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MASSACHUSETTS

Wheelock College

1. Martin Luther King School
2. Grades K-8
3. 100 Putnam Avenue, Cambridge, MA 02139
4. (617) 349-6562
5. Mr. Charles Stead, Principal
6. Cambridge Schools District, MA

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1. Cambridgeport New School
2. Grades K-2
3. 12 Corporal McTernan Street, Cambridge, MA 02139
4. (617) 349-6587
5. Ms. Lynne Stuart, Acting Head
6. Cambridge Schools District, MA

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7. Dr. Susan Swap, Chair, Department of Professional Studies, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, (617) 734-5200, ext. 193
8. Misson--The goal of each PDS will be to seek a close and continuing partnership over at least three to five years between the school and college-based faculty to:
    1. create communities of learning that support the continuing development and learning of adults and children;
    2. develop approaches to teaching and curriculum that prepare all students to live and work in a multicultural and highly technological democracy;
    3. improve the preparation or new teachers;

4. explore how to "reinvent" the institution of school to support collaboration and continuous learning;

5. seek closer connection with families and community members to support children's learning;

6. define ways of using the school as a base for integrating necessary services for children and families.

The present focus in Cambridgeport is creating a new model of supervision for student teachers that includes a consistent faculty member from the college, joint study of models of supervision and evaluation in use elsewhere, and collaborative seminars for students, teachers, and college faculty. The Steering Committee from the Martin Luther King school is completing a process for identifying an initial focus for our efforts.

9. Governance--The MLK school has a steering committee of 23 persons that includes representatives from the central administration, school administration, all teaching programs, parents, students, community members, and the college. The steering committee is collaboratively run by one representative each from Wheelock, the school administration, the parent community, and the teaching faculty. The steering committee has set up explicit processes for making decision-making open, representative, and interactive with the school community as a whole. It meets once a month to make all decisions related to the partnership.

The Cambridgeport New School is, as its name suggests, a brand new school that was created by teachers and parents who had a vision of the kind of school they wanted to create. Currently we are able to meet with the entire faculty; we envision a steering committee being folded into the Long Range Planning Committee which includes faculty and parents.

10. Funding--We are using funds from the CER stipend to support release time for teachers and consultants. The Cambridge system has dedicated a full release day and all afternoon release days during the year to this project, along with about $3,000 for consultants and a stipend for the teacher chair of the steering committee at MLK. We are actively seeking further funding.

NEW JERSEY

Montclair State College

1. Harold Wilson School

2. Middle School; Grades 6-8

3. 190 Mohammed Ali Blvd. Newark, NJ 07108

4. (201) 733-6446

5. Dr. Lourdes Mitchel, Principal

6. Newark, New Jersey Public School District

7. Dr. Nicholas M. Michelli, Dean, School of Professional Studies, Montclair State College, Upper Montclair, NJ 07043, (201) 893-5167.

8. The school opened in September, 1991, this PDS to provide extensive in-service professional development and field experiences for prospective teachers. Plans are based on long-standing collaborative projects and relationships between Montclair State College and the Newark Public Schools, with a continuing emphasis on the theme of teaching for critical thinking.

9. Representatives of the school, school district, teachers' union, and the college are involved in decision making about the project through an Oversight Committee. For 1992-93, the school will also be governed by a Management Committee that will include representation from the College.

10. There is substantial supplementary funding for the Professional Development School, provided by the school district, the State of New Jersey through the Departments of Education and Higher Education and, it is expected, by local foundations and corporations.

* * *

In response to your question about partnership schools, we estimate that 40 percent of our students are placed in partner schools for their clinical experiences during a typical academic year. With the exception of the Harold Wilson Middle School for Professional Development, we are defining "partner schools" as an elementary or secondary school within any of our 15 "clinical school districts." Of the 40 percent or approximately 130 students who work in the clinical schools, 10 percent are at the elementary level (i.e., art, music, physical education, home economics, technology education) for one-half of their clinical experience. The balance of their field work takes place in secondary schools. The other 90 percent of our students work exclusively in junior high schools or high schools in the clinical districts.

OHIO

Miami University

1. D. Russel Lee Joint Vocational School

2. Grades 9-12

3. 3603 Hamilton-Middletown Road, Hamilton, OH 45011

4. (513) 868-6300

5. Ms. Joan Bruno, Director of Curriculum and Instruction

6. Butler County Joint vocational School District, Hamilton, OH

7. Miami University Liaison to be appointed January 1, 1993
Until that time, contact person is:

   Dr. Randy Flora, Coordinator
   Teacher Preparation and Field Relations
   203 McGuffey Hall
   Miami University
   Oxford, OH 45056
   (513) 529-6926, Fax: (513) 529-7270

8. Partnership being created to assist in building renewing vocational program with academic components, strengthening interagency services, and to assist with preservice and continuing professional education of all education personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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1. Madeira Junior/Senior High School

2. Grades 7-12

3. 7465 Loannes Drive, Cincinnati, OH 45243

4. (513) 891-8222

5. Mr. Martin (Pep) Strifler, Principal

6. Madeira City School District, Cincinnati, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

   Dr. Randy Flora, Coordinator
   Teacher Preparation and Field Relations
   203 McGuffey Hall
   Miami University
   Oxford, OH 45056
   (513) 529-6926, Fax (513) 529-7270

8. Partnership being created for school program modeled after Sizer's Essential Schools and preservice and continuing professional education of all education personnel. Inclusion of children with handicaps is a key area of focus.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects by on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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1. Mason Middle School

2. Grades 6-8

3. 211 North East Street, Mason, OH 45040

4. (513) 398-9035

5. Mr. Mark Henderson, Principal

6. Mason City School District, Mason, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

   Dr. Randy Flora, Coordinator
   Teacher Preparation and Field Relations
   203 McGuffey Hall
   Miami University
   Oxford, OH 45056
   (513) 529-6926, Fax: (513) 529-7270

8. Partnership being created for transition to renewing middle school program and preservice and continuing professional education of all education personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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1. Middletown Central Academy

2. Grades K-6

3. 1st and Garfield Street, Middletown, OH 45042

4. (513) 420-4537

5. Ms. Elizabeth Lolli, Coordinator

6. Middletown City School District, Middletown, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

   Dr. Randy Flora, Coordinator
   Teacher Preparation and Field Relations
   203 McGuffey Hall
   Miami University
   Oxford, OH 45056
   (513) 529-6926, Fax: (513) 529-7270

8. Partnership being created to assist renewing nongraded, continue progress elementary program and preservice and continuing professional education of all education personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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1. Garfield Alternative Education Center

2. Grades 9-12

3. 1830 Yankee Road, Middletown, OH 45042

4. (513) 420-4593

5. Ms. Sally Williamson, Principal

6. Middletown City School District, Middletown, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

Dr. Randy Flora, Coordinator
Teacher Preparation and Field Relations
203 McGuffey Hall
Miami University
Oxford, OH 45056
(513) 529-6926, Fax: (513) 529-7270

8. Partnership being created for building high school educational and interagency programs for adolescents not succeeding in traditional high schools, and the partnership includes preservice and continuing professional education and participating agency personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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1. Milford South Elementary School

2. Grades K-4

3. 777 Garfield, Milford, OH 45150

4. (513) 831-6570

5. Ms. Joyce Richardson, Principal

6. Milford Exempted Village School District, Milford, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

Dr. Randy Flora, Coordinator
Teacher Preparation and Field Relations
203 McGuffey Hall
Miami University
Oxford, OH 45056
(513) 529-6926, Fax: (513) 529-7270

8. Partnership being created for transition to nongraded, continuous progress elementary school program and preservice and continuing professional education of all education personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

* * *

1. Morgan Elementary School

2. Grades K-5

3. 3427 Chapel Road, Hamilton, OH 45013

4. (513) 738-19986

5. Mr. Steve Miller, Principal

6. Ross Local School District, Hamilton, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

Dr. Randy Flora, Coordinator
Teacher Preparation and Field Relations
203 McGuffey Hall
Miami University
Oxford, OH 45056
(513) 529-6926, Fax: (513) 529-7270

8. Partnership being created for building nongraded, continuous progress elementary school program and preservice and continuing professional education of all education personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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1. Wyoming Middle School

2. Grades 4-8

3. 17 Wyoming Avenue, Wyoming, OH 45215

4. (513) 761-7248

5. Dr. Angela Davis, Principal

6. Wyoming City School District, Wyoming, OH

7. Miami University Liaison to be appointed January 1, 1993, until that time, contact person is:

   Dr. Randy Flora, Coordinator
   Teacher Preparation and Field Relations
   203 McGuffey Hall
   Miami University
   Oxford, OH 45056
   (513) 529-6926, Fax: (513) 529-7270

8. Partnership being created for transition to renewing middle school program and preservice and continuing professional education of all education personnel.

9. Governance under development by a Steering Committee that comprises personnel from each of the prospective partner schools, Miami University, and selected human service agencies.

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest." That is, if the program is a primary mission of the school and one of priority to the partnership, the school will take the initiative and the University will support the grant-seeking process; similarly, the school would support the University in its efforts to obtain additional funding for teacher education, for instance.

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SOUTH CAROLINA

SOUTH CAROLINA CENTER FOR THE ADVANCEMENT
OF TEACHING AND SCHOOL LEADERSHIP (SC Consortium)

Benedict College (SC Consortium)

1. Lyon Street Elementary School

2. Grades K-5

3. 1310 Lyon Street, Columbia, SC 29204

4. (803) 343-2906

5. Ms. Barbara Harvey, Principal

6. Richland School District One (Dr. John R. Stevenson Superintendent)
1616 Richland Street, Columbia, SC 29201

7. William H. Knight
P.O. Box 188
Benedict College
Columbia, SC 29204
(803) 253-5230

8. Lyon Street Elementary School has an exemplary K-5 program as well as a variety of innovative programs. It has much to offer the College's pre-service teachers. In the Fall 1992, Ed 435 Curriculum and Instruction in the Elementary School II (with science and health focus) will be taught at Lyon Street Elementary School by a College faculty. Students will be taking the course where they will also do practicums and later student teach. Plans call for Lyon Street faculty to teach courses, e.g., Reading in the Elementary School or Educational Technology. These collaborative efforts will expand to the point where the education of teachers becomes a shared endeavor between the College and the school.

   During Fall 1992, we expect to have 5 Elementary Education majors in student teaching (4 males, 1 female). As a cohort group, Lyon Street will provide student teaching experiences for these students.

   As of this date, no secondary/middle school students are scheduled for student teaching in fall 1992.

9. An advisory council consisting of Arts, Sciences, and Education faculty from the College and faculty from Lyon Street School has been appointed. Team building activities are planned for Fall, 1992. To date, decisions concerning PDS activities have been made by the College's education department in consultation with district personnel, the

principal, and staff of Lyon Street and the College's Arts and Sciences faculty.

10. Grant funds of $10,000 were provided through the South Carolina Center for the Advancement of Teaching and School Leadership. It was emphasized that

the most of these funds would have to be spent on staff development for the Benedict faculty and the Professional Development School(s).

Columbia College (SC Consortium)

1. Corley Elementary School
2. Grades K-6
3. 1500 Chadford Road, Irmo, SC 29063
4. (803) 732-8175
5. Jim Lane
6. Lexington District Five, 1020 Dutch Fork Rd., P.O. Box 938, Ballentine, SC 29002

* * *

1. Nursery Road Elementary School
2. Grades K-6
3. 6706 Nursery Road, Columbia, SC 29212
4. (803) 732-8475
5. Dr. Mary Kennerly
6. Lexington District Five
   1020 Dutch Fork Rd., P.O. Box 938, Ballentine, SC 29002
7. Dr. Rebecca Swanson, Chairman
   Education Department
   Columbia College
   Columbia, SC 29203
   (803) 786-3747
8. Provide locations for pre-service clinical experiences and student teaching, as well as onsite pre-service courses.

9. At the present time, decisions concerning various aspects of the PDS's operation are being made by a rather large and fluid Steering Committee whose core membership remains stationary while appropriate resource people are invited in to give expertise/direction on specific issues. These persons may serve during this time as ex-officio members of the committee. The governance structure will be closely examined during Fall semester and may change accordingly. The Committee leans more towards a philosophy of "inclusion" rather than "exclusion" with regard to governance structure. One can readily see that our "governance" is evolving...and perhaps rather slowly.

10. Percentage of field experiences in PDS' elementary settings: 15; percentage of field experiences in PDS' middle/secondary settings: 30

Furman University (SC Consortium)

1. Travelers Rest High School
2. Grades 9-12
3. 115 Willhelm Winter Street, Travelers Rest, SC 29690
4. (803) 834-6464
5. Mr. Randy Dozier, Principal
6. School District of Greenville Count, Greenville, SC
7. Dr. Albert B. Somers, Education Department, Furman University, Greenville, SC 29613, (803) 294-3086

* * *

1. Lakeview Middle School
2. Grades 6-8
3. 3801 Old Buncombe Road, Greenville SC 29609-2599
4. (803) 294-4363
5. Ms. Brenda G. Humbert, Principal
6. School District of Greenville County, Greenville, SC
7. Dr. Judy Lehr, Education Department, Furman University, Greenville, SC 29613, (803) 294-2212

1. Northwest Middle School

2. Grades 6-8

3. 1606 Geer Highway, Travelers Rest, SC 29690-9298

4. (803) 834-6434

5. Mrs. Judy T. James, Principal

6. School District of Greenville County, Greenville, SC

7. Dr. D. Zachary Kelehear, Education Department, Furman University, Greenville, SC 29613, (803) 294-3086

* * *

1. Slater-Marietta Elementary School

2. Grades K-5

3. 601 Slater Road, Marietta, SC 29661-9510

4. (803) 836-3219

5. Ms. Janet Welch, Principal

6. School District of Greenville County, Greenville, SC

7. Dr. Carol Nogy, Education Department, Furman University, Greenville, SC 29613, (803) 294-3086

* * *

1. Travelers Rest Elementary School

2. Grades K-5

3. 17 Center Street, Travelers Rest, SC 29690-1899

4. (803) 834-6424

5. Mrs. Reba Wilkins, Principal

6. School District of Greenville County, Greenville, SC

7. Dr. Lesley Quast-Wheatley, Education Department, Furman University, Greenville, SC 29613, (803) 294-3086

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8 - 10. The information on scope of the mission, governance, and funding is presently being developed and will be forwarded as soon as it is completed.

An estimate of the extent to which field experience at our site occur in professional development schools would range anywhere from 10 percent to 75 percent. The education department has four levels of field experience: in level I students observe in a variety of school settings in elementary, middle, and secondary schools all over the country. The professional development schools are used approximately 10 percent of the time. In level II students participate almost exclusively in the professional development schools. In level III (methods courses) and level IV (student teaching) our students are involved in a number of schools including the professional development schools.

University of South Carolina (SC Consortium)

1. Crayton Middle School
2. Grades 6-8
3. 500 Clemson Rd., Columbia, SC 29206
4. (803) 738-7224
5. Ellen Cooper
6. Richland District I, Columbia, SC
7. Beverly Busching/Beth Burnett, College of Education, University of South Carolina 29208, (803) 777-6232/ (803) 777-6242
8. Preservice - extended Baccalaureate
9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).
10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

1. Horrell Hill Elementary School

2. Grades K-5

3. 517 Horrell Hill Road, Hopkins, SC 29061

4. (803) 783-5545

5. Parthenia Satterwhite

6. Richland District I, Columbia, SC

7. Beverly Busching, College of Education, University of South Carolina, 29208, (803) 777-6232

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

• • •

1. Hyatt Park Elementary School

2. Grades K-5

3. 4200 Main Street, Columbia, SC 29203

4. (803) 735-3421

5. Gene George

6. Richland District I, Columbia, SC

7. Keith Berkeley/Sandra Winecoff, College of Education, University of South Carolina 29208, (803) 777-6233/ (803) 777-2901

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

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1. Lonnie B. Nelson Elementary School

2. Grades K-5

3. 225 N. Brickyard Road, Columbia SC 29204

4. (803) 736-8730

5. Sarah Wallace

6. Richland District II, Columbia, SC

7. Heidi Mills, College of Education, University of South Carolina, Columbia, SC 29208, (803) 777-5755

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive mini-grant of $1200-$1500 from the University for collaborative projects.

• • •

1. * Hood Street Elementary School

2. Grades 2-3

3. 5615 Hood Street, Columbia SC 29206

4. (803) 787-8266

5. Carol George

6. Fort Jackson, Columbia, SC

7. Carol Flake/Irma VanScoy, College of Education, University of South Carolina, 29208, (803) 777-6234/(803) 777-6820

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. for 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

* Hood Street, Pierce Terrace and Pinckney are all federal schools located in close proximity on Fort Jackson Military Base. These three schools together have grades K-6 and are treated, for many PDS activities, as one site.

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1. * Pierce Terrace Elementary School

2. Grades K-1

3. 5715 Evans Court, Columbia, SC 29206

4. (803) 782-1772

5. Philip Booth

6. Fort Jackson, Columbia, SC

7. Carol Flake/Irma VanScoy, College of Education, University of South Carolina 29208, (803) 777-6234/(803) 777-6820

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

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1. *Pinckney Elementary School

2. Grades 4-6

3. 5900 Chestnut, Columbia, SC 29206

4. (803) 787-6815

5. Richard Tanner

6. Fort Jackson, Columbia, SC

7. Tim Bergen, College of Education, University of South Carolina 29208, (803) 777-5230

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

* * *

1. Pontiac Elementary School

2. Grades K-5

3. 500 Spears Creek Church Road, Elgin, SC 29045

4. (803) 699-2700

5. Richard Inabinet

6. Richland District II, Columbia, SC

7. Teri Kuhs/Chris Ebert, College of Education, University of South Carolina 29208, (803) 777-6231, (803) 777-6400

8. Preservice - MAT and extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

* * *

1. Summit Parkway Middle School

2. Grades 6-8

3. 200 Summit Parkway, Columbia, SC 29223

4. (803) 699-3580

5. Jo Hecker

6. Richaland District II, Columbia, SC

7. Fred Splittgerber, College of Education, University of South Carolina 29208, (803) 777-6240

8. Preservice - extended Baccalaureate

9. Site based, teachers with principal, USC Faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

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1. White Knoll Elementary School

2. Grades K-6

3. 132 White Knoll Way, West Columbia, SC 29170

4. (803) 957-7700

5. W. Darrell Barringer

6. Lexington District I, Lexington, SC

7. Amy Donnelly, College of Education, University of South Carolina 29208, (803) 777-4869

8. Preservice - MAT

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1200-$1500 from the University for collaborative projects.

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Winthrop University (SC Consortium)

Developing planning stages for establishing a professional development school.

TEXAS

Texas A&M University

1. J. Will Jones Elementary
2. Grades K-5
3. 1810 Stuart, Houston, TX 77004
4. (713) 529-0723
5. Bessie Hickman, Principal
6. Houston Independent School District, Houston, TX
7. Kay Wallach, Accelerated Schools Network; College of Education, Texas A&M University, College Station, TX 77843-4222, (409) 845-9722.
8. An exemplary program for children that focuses on acceleration, not remediation.
9. Based on Henry Levin's Accelerated School model, which is a school site-based, shared decision making model. Program direction is provided by cadres consisting of teachers and other staff, school-site principal, university representatives, and parents.
10. University provides faculty for training, implementation, and evaluation. Chevron Corporation provides monetary funding for program at school site. District provides some limited funding for special activities.

* * *

1. Jane Long Middle School
2. Grades 6-8
3. 449 S. FM 2818
4. (409) 779-1497
5. Mr. Keith Garinger
6. Bryan Independent School District, Bryan, TX
7. Donna Wiseman and Clarence Dockweiler, College of Education, Texas A&M University, College Station, TX 77843-4222. (409) 845-9820

8. The School serves as the center for many of Texas A&M University's teacher, administrator counseling pilot programs.

9. Program direction is provided by a school based council made up of representatives from all grade levels and university based faculty.

10. A block of middle school methods courses are offered by university and school based faculty. Doctoral students in counseling intern at the school and a leadership program sponsored by Danforth foundation and developed by faculty from Jane Long, Educational Administration, Curriculum and Instruction, and Educational Psychology is located at the school. District provides some limited funding for special activities.

* * *

1. Washington Junior High school

2. Grades 6-8

3. 507 Avenue K, Conroe, TX 77301-3899

4. (409) 756-3023

5. Rosalyn Bratcher, Principal

6. Conroe Independent School District, Conroe, TX

7. Robert Shutes, Educational Curriculum and Instruction, College of Education, Texas A&M University, College Station, TX 77843, (409) 845-8384

8. Provides location for the implementation of the Accelerated Schools process and the development of integrated technology in middle school curriculum.

9. Program direction provided by cadres consisting of teachers and other staff, school site principal, university representatives, and parents.

10. University provides faculty for training, implementation, and evaluation. Apple Computer Corporation has provided funding for the establishment of the Christopher Columbus Consortium, a technology lab.

* * *

1. South Knoll Elementary School

2. Grades K-5

3. 1220 Boswell, College Station, TX 77842

4. (409) 764-5580

5. Brad Lancaster, Principal and Donna Cooner, Academic coordinator

6. College Station Independent School District, College Station, TX

7. Donna Wiseman and John Stansell, Educational Curriculum and Instruction, College of Education, Texas A&M University, College Station, TX 77843-4222, (409) 845-8189

8. A school-university partnership based on instructional concerns related to reading and language arts.

9. Involves all sections of elementary language arts as methods courses in school based activities including observations and one-on-one interaction with elementary students during the writing process. In addition, teachers and university faculty will be presenting joint staff development seminars and beginning action research projects that focus on the tension that exists between two language arts philosophies.

10. University and school planning. Coordination by university faculty member. College is providing some initial support.

* * *

1. Southwood Valley Elementary School

2. Grades K-5

3. 2700 Brothers, College Station, TX 77842

4. (409) 764-5590

5. Sue Asburn, Principal and Mary Caugle, Academic Coordinator

6. College Station Independent School District, College Station, TX.

7. Dr. James Kracht, Educational Curriculum and Instruction, College of Education, Texas A&M University, College Station, TX 77843-4222.

8. The school serves as the site for the implementation o the Accelerated Schools process in the elementary school.

9. Based on Henry Levin's Accelerated School model, which is a school site-based, shared decision making model. Program direction is provided by

cadres consisting of teachers and other staff, school-site principal,university representatives, and parents.

10. Educational Curriculum and Instruction is beginning to establish linkages with Southwood Valley to support their efforts to implement the Accelerated School Model. The two sites will be planning and providing awareness and training. Expectations are that collaborative efforts between the two sites wil' increase over the next two years.

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UTAH

Brigham Young University-Public School Partnership

1. Alpine Elementary School
2. Grades K-6
3. 400 E. 300 N., Alpine, UT 84004
4. (801) 756-8525
5. Paul Rasband (PDS Coordinator-Heidi Park)
6. Alpine School District, American Fork, UT
7. Dr. Jim Baird, 210-Y MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4395

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1. Barrett Elementary School
2. Grades K-6
3. 168 North 900 East, American Fork, UT 84003
4. (801) 756-8528
5. Roger Olsen (PDS Coordinator-Sheri Miner)
6. Alpine School District, American Fork, UT
7. Dr. Frank Harmon, 210-D MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-3241

* * *

1. Manila Elementary School
2. Grades K-6
3. 1726 north 600 West, Pleasant Grove, UT 84062
4. (801) 227-8707
5. John Burton (PDS Coordinator-Cynde Austin)
6. Alpine School District, American Fork, UT

7. Dr. Frank Harmon, 210-D MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-3241

* * *

1. Cascade Elementary School
2. Grades K-6
3. 160 North 800 East, Orem, UT 84057
4. (801) 227-8707
5. Lori Miller (PDS Coordinator-Christine Redford)
6. Alpine School District, American Fork, UT
7. Dr. Blaine Moore, 210-H MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4979

* * *

1. Northridge Elementary
2. Grades K-6
3. 1660 North 50 East, Orem, UT 84057
4. (801) 227-8720
5. Bruce Farrer (PDS Coordinator-Gloria Despain)
6. Alpine School District, American Fork, Utah
7. Dr. Blaine Moore, 210-H MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4979

* * *

1. Highland Elementary School
2. Grades K-6
3. 10865 North 6000 West, Highland, UT 84003
4. (801) 756-8537
5. Kathy Witbeck (PDS Coordinator-Norma Whitlock)

6. Alpine School District, American Fork, UT

7. Dr. Blaine Moore, 210-H MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4979

• • •

1. Draper Elementary School

2. Grades K-5

3. 1080 E. 12660 South, Draper, UT 84020

4. (801) 565-7448

5. Ron Jarrett (PDS Coordinator-Scott Berryessa)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

• • •

1. Sprucewood Elementary School

2. Grades K-5

3. 12025 South 1000 East, Sandy, UT 84094

4. (801) 565-7498

5. Susan Turner (PDS Coordinator-Linda Rowley)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

• • •

1. Sunrise Elementary School

2. Grades K-5

3. 1520 East 11265 South, Sandy, UT 84092

4. (801) 565-7500

5. Doree Strauss (PDS Coordinator-Ellen Justen)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

* * *

1. Willow Canyon Elementary School

2. Grades K-5

3. 9650 South 1700 East, Sandy, UT 84092

4. (801) 565-7512

5. Spencer Young (PDS Coordinator-Sharon Simtz)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

* * *

1. Wilson Elementary School

2. Grades K-5

3. 590 West 5th South, Payson, UT 846551

4. (801) 465-6060

5. Roger Bushman (PDS Coordinator-Dorothy Argyle

6. Nebo School District, Spanish Fork, UT

7. Ken Nielsen, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

* * *

1. Taylor Elementary School

2. Grades K-5

3. 40 South 5th West, Payson, UT 84651

4. (801) 465-6050

5. J. Lynn Jones (PDS Coordinator-Tamra Lybbert)

6. Nebo School District, Spanish Fork, UT

7. Ken Nielsen, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

* * *

1. Parkview Elementary School

2. Grades K-5

3. 360 South 1st East, Payson, UT 84651

4. (801) 465-6010

5. Ryan Creer (PDS Coordinator-Ron Penrod)

6. Nebo School District, Spanish Fork, UT

7. Ken Nielsen, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

* * *

1. Salem Elementary School

2. Grades K-6

3. 140 West 100 South, Salem, UT 84653

4. (801) 423-1182

5. Brent Hawkins (PDS Coordinator-Steve Dudley)

6. Nebo School District, Spanish Fork, UT

7. Lillian Heil, 210-L MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4689

1. Barnett Elementary School

2. Grades K-5

3. 333 East 400 North, Payson, UT 84651

4. (801) 465-6000

5. Joe Lynn Spencer (PDS Coordinator-Clara Durrant)

6. Nebo School District, Spanish Fork, UT

7. Lillian Heil, 210-L MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4689

* * *

1. Santaquin Elementary School

2. Grades K-5

3. 25 South 400 West, Santaquin, UT 84655

4. (801) 754-3611

5. Kim Barlow (PDS Coordinator-Molly Willis)

6. Nebo School District, Spanish Fork, UT

7. June Beckman, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

* * *

1. Goshen Elementary School

2. Grades K-7

3. 60 North Center, Goshen, UT 84633

4. (801) 667-3361

5. Garth Bird (PDS Coordinator-Rose Marie Palmer

6. Nebo School District, Spanish Fork, UT

7. June Beckman, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

1. Mapleton Elementary School

2. Grades K-5

3. 120 West Maple, Mapleton, UT 84663

4. (801) 489-2850

5. Ralph Poulsen (PDS Coordinator-Marilyn Robertson)

6. Nebo School District, Spanish Fork, UT

7. Melanie Harris, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

* * *

1. Grant Elementary School

2. Grades K-5

3. 105 South 400 East, Springville, UT 84663

4. (801) 489-2840

5. Mark Balzotti-Principal (PDS Coordinator-Stephen Tolman)

6. Nebo School District, Spanish Fork, UT

7. Melanie Harris, Nebo School District, 350 South Main, Spanish Fork, UT 84660, (801) 798-8651

* * *

1. Rees Elementary School

2. Grades K-5

3. 185 East 400 North, Spanish Fork, UT 84660

4. (801) 798-4055

5. Ray Mecham (PDS Coordinator-Melanie Harris)

6. Nebo School District, Spanish Fork, UT

7. Melanie Harris, Nebo School District, Spanish Fork, UT 84660, (801) 798-8651

1. Larsen Elementary School

2. Grades K-5

3. 1175 E. Flonette Dr., Spanish Fork, UT 84660

4. (801) 798-4035

5. Sterling Argyle (PDS Coordinator-Marianne Hunter)

6. Nebo School District, Spanish Fork, UT

7. Dr. Carl Harris, 210-V MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4974

* * *

1. Sunset View Elementary School

2. Grades K-6

3. 525 South 16th West, Provo, UT 84601

4. (801) 374-4950

5. Cindy Wright (PDS Coordinator-Randy Evansen)

6. Provo School District, Provo, UT

7. Dr. Gus Clark, 210-E, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4842

* * *

1. Timpanogos Elementary School

2. Grades K-6

3. 449 North 5th West, Provo, UT 84601

4. (801) 374-4955

5. Rosemarie Smith (PDS Coordinator-Todd Billings)

6. Provo School District, Provo, UT

7. Marie Tuttle, 210-0, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4673

* * *

1. Westridge Elementary School

2. Grades K-6

3. 1720 West 1460 North, Provo, UT 84604

4. (801) 374-4870

5. John Bone (PDS Coordinator-Suzie Seehafer)

6. Provo School District, Provo, UT

7. Margaret Ostlund, 210-K, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4625

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The following information applies to all the above listed districts:

8. Scope of the Mission: Partner schools are places where university and school educators collaborate on a renewal agenda structured by four partner school functions. 1) Preservice function-preservice education for new teachers which draws teachers and principals into sharing the teaching of university students and university faculty into sharing the teaching of public school pupils. 2) Inservice function-inservice education (staff development) for practicing teachers in the school and faculty on campus which draws professors and practitioners into reciprocal mentoring activities. 3) Curriculum function-curriculum development to improve the learning experiences of pupils which involves teachers, principals, and professors in examining, revising, and evaluating learning materials, programs, an assessment strategies. 4) Research function-research to foster university and school inquiry into questions jointly framed and pursued by teachers, principals, and professors.

9. Governance: Both the university and the schools agreed as equal partners to work for the simultaneous renewal of schools and improvement of teacher education. Each Partner School was assigned a volunteer member of the university elementary teacher education faculty, along with approximately 18 BYU students majoring in elementary education. The school principal, the teachers, and the university coordinator worked on a renewal agenda structured around the four

Partner School tasks. Schools in each of the following districts are governed by a district council school, and university coordinators for each partner school. The Partner School Committee s a larger entity governing all districts involved in the partnership. This committee is comprised of two co-chairs, partner school principals, coordinators, university coordinators, and BYU Elementary Education Department Chair.

10. Funding: There is no extra funding of the partnership efforts. All costs are absorbed internally.

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WASHINGTON

University of Washington

1. Adelaide Elementary

2. Elementary School (Grades K-6)

3. 1635 SW 304th, Federal Way, WA 98023

4. (206) 941-0100

5. Jill Hearne, Principal

6. Federal Way School District, Federal Way, WA

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 92-93 academic year, to begin work with interns in 93-94.

   Special Expertise in: Portfolio assessment; action research; reading and computer education; Building Based Staff Development.

9. Program direction temporarily in hands of a steering group composed of university, school, district, and union representatives.

10. District provides $5,000 during the planning and development year. University provides faculty liaison.

* * *

1. Kennydale Elementary School

2. Grades K-6

3. 1700 NE 28th St., Renton, WA 98056

4. (206) 235-2303

5. Jim Ventris, Principal

6. Renton School District, Renton, WA

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 92-93 academic year, to begin work with interns in 93-94.

Collaborating with the UW in social development research in the raising of healthy children.

9. Program direction temporarily in hands of a steering group composed of university, school, district, and union representatives.

10. District provides $5,000 during the planning and development year. University provides faculty liaison.

* * *

1. Clear Creek Elementary

2. Grades K-6

3. 3999 Sunde Road, Silverdale, WA 98383

4. (206) 692-3160

5. Lee Marcum, Principal

6. Central Kitsap School District, Silverdale, WA

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 92-93 academic year, to begin work with interns in 93-94.

   Special emphasis in multi-media technology; integration of curriculum around math and science concepts; school renewal through self study.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides $5,000 during the planning and development year. University provides faculty liaison.

* * *

1. Maple Hills Elementary

2. Grades K-5

3. 565 NW Holly, Box 7003, Issaquah, WA 98027

4. (206) 228-5363

5. Shirley J. Roberts, Principal

6. Issaquah School District, Issaquah, WA 98027

7. Dr. nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 92-93 academic year, to begin work with interns in 93-94

   Special expertise in: school renewal through self study; shared decision making; parent involvement; restructuring through reallocation of time; integration of special needs students.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides $5,000 during the planning and development year. University provides faculty liaison.

* * *

1. Juanita Elementary School

2. Grades K-6

3. 9635 NE 132nd St., Kirkland, WA 98034

4. (206) 823-8136

5. Tom Green, Principal

6. Lake Washington School District, Kirkland, WA 98034

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 92-93 academic year, to begin work with interns in 93-94.

   Special emphasis in peer tutoring; meditation training for students; restructuring through research and self study.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides $5,000 during the planning and development year. University provides faculty liaison.

• • •

1. Cedar Wood Elementary

2. Preschool through Grade 5

3. 3414 168th St. SE, Bothell, WA 98012

4. (206) 338-5165

5. Jim McNally, Principal

6. Everett School District, Everett, WA

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 92-93 academic year, to begin work with interns in 93-94.

   Special emphasis in: technology networking; school-community partnerships; restructuring through research and self reflection; site based decision making; implementation of NCTM Math standards; multi-age classrooms.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides $5,000 during the planning and development year. University provides faculty liaison.

• • •

1. Odle Middle School

2. Grades 6-8

3. 14401 NE 8th Street, Bellevue, WA 98007

4. (206) 455-6211

5. Ian Armitage, Principal (PDS Coordinator Chris Val Spinosa)

6. Bellevue Public Schools, Bellevue, Washington

7. Dr. Nathalie Gehrke, College of Education, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for preservice teacher interns, provides staff development for other district middle schools and, in conjunction with other middle schools in the Puget Sound Educational Consortium,

   provides for exemplary middle school programs (special emphasis on school-centered decision making and linking community services).

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. Extra staffing for supervision of interns and program development by the district and the university. District provides equivalent of .6 FTE and $25,000 in extra funding. University provides for professors who serve as resident faculty on short-term basis in addition to normal supervision of interns. Grants from Ford, Carnegie, and Metropolitan Life have helped with development.

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1. Meany Middle School

2. Grades 6-8

3. 301 21st Ave. E., Seattle, WA 98112

4. (206) 281-6160

5. Carol Flagg, Principal

6. Seattle School District, Seattle, WA

7. Dr. Nathalie Gehrke, College of Education, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other district middle schools and, in conjunction with other middle schools in the Puget Sound Educational Consortium provides for exemplary middle school programs (special emphasis on integrated curriculum and parent involvement).

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. Extra staffing for supervision of interns and program development by the district and the university. District provides approximately $10,000

funding and tentative equivalent of .04 FTE extra staffing for 1991-92. University provides for professors who serve as resident faculty on short-term basis in addition to normal supervision of interns. Grants from Ford, Carnegie, and Metropolitan Life have helped with development.

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1. College Place Middle School

2. Grades 7-8

3. 7501 208th Avenue S.W., Lynnwood, WA 98036

4. (206) 670-7451

5. Ann Foley, Principal

6. Edmonds School District, Edmonds, WA

7. Dr. Nathalie Gehrke, College of Education, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other district middle schools and, in conjunction with other middle schools in the Puget Sound Educational Consortium, provides for exemplary middle school programs (special emphasis on outcome-based education, integrative curriculum, reality therapy, and peer coaching).

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. District provides approximately $10,000 funding. There is no extra staffing. University provides for professors who serve as resident faculty on short-term basis in addition to normal supervision of interns. Grants from Ford, Carnegie, and Metropolitan Life have helped with development.

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1. Kellogg Middle School

2. Grades 7-8

3. 16045 25th Avenue NE, Seattle, WA 98155

4. (206) 368-4283

5. Michael Malan, Principal

6. Shoreline School District, Seattle, WA 98155

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other district middle schools and, in conjunction with other middle schools in the Puget Sound Educational Consortium, provides for exemplary middle school programs (special emphasis on integrative curriculum). Service limited to 92-93 school year.

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. Extra staffing for supervision of interns and program development by the district and the university. District provides approximately $10,000 and the equivalent of .2 FTE added staffing. University provides for professors who serve as resident faculty on short-term basis in addition to shared supervision of interns.

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WYOMING

University of Wyoming

1. Sagebrush Elementary School

2. Grades K-5

3. 1685 Hillpond Drive, Sheridan, WY 82801

4. (307) 672-9059

5. Mrs. Edie Wieland

6. Sheridan County School District #2
Sheridan, WY

7. Dr. Audrey Leinsasser, College of Education, University of Wyoming, P.O. Box 3374, Laramie WY 82071, (307) 766-6358

8. Provides for field experiences in pre-service teacher education related to oncampus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. Meadowlark Elementary School

2. Grades K-4

3. 550 South Burritt, Buffalo, WY 82834

4. (307) 684-9518

5. Robert Tyser

6. Johnson County School District #1, Buffalo, WY

7. Charles Zurbuchen, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-2350

8. Provides for field experiences in pre-service teacher education related to oncampus instruction in the Phases of the Wyoming Teacher Education program.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. Lusk Elementary School

2. Grades K-5

3. 425 South Maple, Lusk, WY 82225

4. (307) 334-2224

5. H. Mark Krank

6. Niobrara County School District #1, Lusk, WY

7. Dr. Dee Gade, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-4127

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education Program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. Niobrara County High School

2. Grades 9-12

3. 702 West 5th, Lusk, WY 82225

4. (307) 334-3320

5. Richard Luchsinger

6. Niobrara County School District #1, Lusk, WY 82225

7. Dr. Dee Gade, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-4127

8. Provides for field experiences in pre-service teacher education related to oncampus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTl Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. In Cheyenne, Wyoming, there are approximately nineteen Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair:

   Kathy Valido
   Afflerbach Elementary School
   400 West Wallick Road
   Cheyenne, WY 82007

4. (307) 771-2300

5. Principals available from above address

6. Laramie County School District #1, Cheyenne, WY 82007

7. Dr. Jack Rudolph, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-4188

8. Provides for field experiences in pre-service teacher education related to oncampus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where inservice teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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